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ABSTRACT

This study reports the findings of a telephone interview conducted with 12 teacher education project/program directors at Indiana University to ascertain the directors' perceptions and reflections regarding the quality and quantity of services rendered by ad hoc service-oriented teams and centers within the Division of Teacher Education. These teams and centers were established to facilitate program balance and monitor activities that were specified in the original Institutional Grant Proposal to the U.S. Office of Education. Most comments were positive, with directors perceiving the help received as beneficial and suited to their particular program/project needs. General comments suggested areas where additional services or help were needed. These responses were helpful for decision makers in planning for the type and structure of service teams and centers to be established in the future. (Author)

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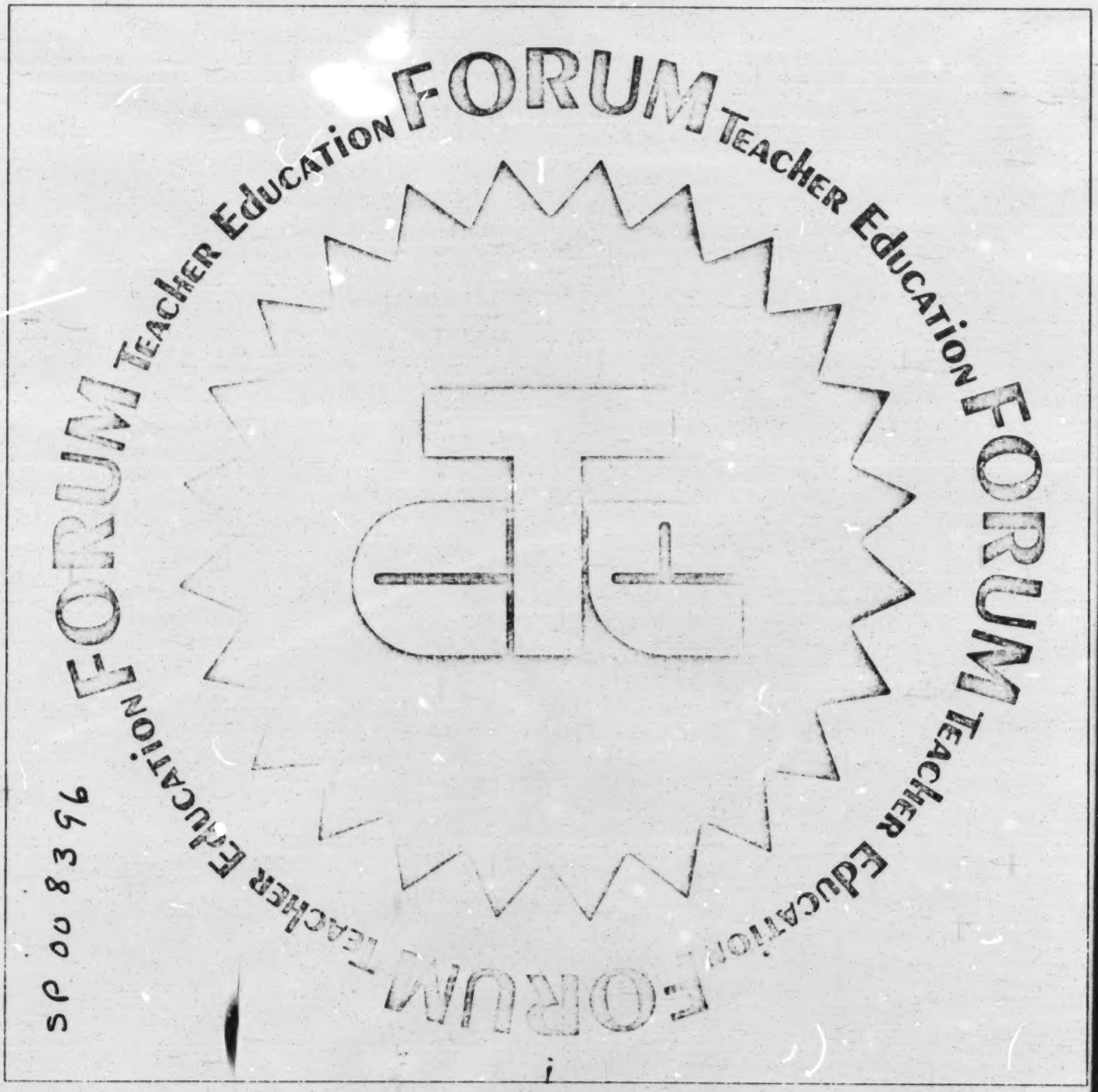

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THE EFFICACY OF AD HOC SERVICE TEAMS AS PERCEIVED BY PROGRAM DIRECTORS

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PURPOSE

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Based on guidelines stated in the initial "Institutional Grant Proposal," ad hoc service-oriented Teams and Centers were developed to facilitate program balance and to monitor activities congruent with the six major objectives outlined in the Proposal. One method for examining the role and function of the Teams/Centers during the 1972-73 academic year was accomplished by way of telephone interviews with individual Program/Project Directors. Basically the purpose for the telephone interview was to ascertain the Program/Project Director's perceptions and reflections as to the quantity and quality of the services rendered.

PROCEDURES

Twelve Program/Project Directors were contacted by phone. A randomly selected Director served as a pilot for modifying and refining the interview instrument. The refined instrument contained seven queries, (four calling for both structured and open-ended responses, two calling for only open-ended responses, and one calling for only a structured response). It was decided in advance that all Program/Project Directors would be contacted and multiple phone calls would be necessary to complete these encounters. Program/Project Directors were defined as faculty directing an operational teacher training Program/Project at the time of the interview. Ultimately, twelve faculty members met the defined criterion.

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RESULTS

The findings are reported in two ways. Data tables summarize the breakdown of responses to structured queries along with a listing of the responses given by the Program/Project Directors to the open-ended questions. No attempt has been made to categorize the responses in any systematic fashion. The comments, examples, reactions, and specifications represent individual feelings and attitudes of Directors being interviewed. Each question is listed, and the comments that relate to that question follow. The reader is cautioned to remember that each statement represents the comments of only one Director.

Query One:

> "Which of the following Teams/Centers have you had contact with during the 1972-73 academic year?"

The majority of the Program/Project Directors had contact with at least six out of the seven Teams/Centers (Table 1). The Program/Project Directors cited examples of the types of assistance received from each Team/Center.

Table 1

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Frequency of Encounters Per Team/Center
by Program/Project Directors

Centers	Yes	No
1. Center for Experiential Ed.	8	4
2. Budget Center	12	0
3. Conceptualization Center	11	1
4. Development Center	7	5
5. Evaluation Team	12	0
6. Field Implementation Center	11	1
7. Instructional Services	10	2
Totals	71	13
Percent	84%	16%

A. Center for Experiential Education (CEE):

1. a. Inputs for instruction and proposal for project.
   b. Made a number of community-based placements.

2. Has worked in supporting project, contacting people in the field, finding sites, and helping in many other ways.

3. Transportation to Columbus.

4. a. Coordinating observation and participating in building with heavy student-teacher use.
   b. Providing forms and guidelines.
   c. Transportation.

5. a. Helped by talking to students that have come to project and have desired their service.
   b. Publicity and distribution of materials.
   c. Information source to project director.

6. a. Arranged for buses to Indianapolis.
   b. Arranged for student volunteers to work in the MCCSC.

7. As a team member had input into project.

B. Budget Center (Budget):

1. Helpful in formulating budget--very helpful center.

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2. Submitted budget for review, and they added things that had been omitted. Talked with them about rationale, and they gave suggestions that were helpful.

3. a. Establishing budget categories and procedures.
   b. Guidelines for preparing budget and the teaming proposal.
   c. Help with budget.

4. Consulted with Budget Director on status of project budget.

5. a. Worked out budget.
   b. Gave ideas and support.
   c. Showed how to re-adjust budget.

6. The Budget Director along with the Division Director, has been most helpful in preparing budgets. Just generally helpful because if he doesn't know the answer, he will find it.

7. Helpful demonstrating budget forms and figures as well as helpful in doing the whole thing--does good job.

8. Went over budget and made suggestions. They fulfill their designated role in coming up with a realistic budget.

9. a. Went over budget.
   b. Provided much input.
   c. Facilitated ideas or means to obtain funds.
   d. Offered guidelines for budget.
   e. Helped by referral to other people.

10. a. Extensive consultation on financial matters such as bills, etc.
    b. Mutual assistance between field center and Institutional Grant.
    c. Served as a collection point for financial dealings.

11. a. Provided guidelines for preparing budgets.
    b. Met at French Lick and later to finalize budgets.

12. a. The Budget Director was extremely helpful in many ways; he knows what he is doing.
    b. Offers assistance to projects.
    c. Very service oriented; very helpful.

C. Conceptualization Center (Concept):

1. a. Useful dialogue over instructional characteristics of programs--what should be kept and what should be thrown out.

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b. Helped in revising times and courses along with legality of changing credit hours for a course.
c. Gave a lot of good contacts.
d. Willing and easy to get to.

2. a. Keystone for decision making, student recruitment, and interdisciplinary decision making.
b. Gave support and encouragement.
c. Sent materials.

3. a. The Conceptualization Directer and Assistant helped in making project proposal and getting it through.
b. They have given project a lot of ideas.

4. Project has given Center schedules, bulletins, and information to carry out their objectives.

5. Discussions with Conceptualization Director and Assistant.

6. Options book.

7. a. Worked closely with Conceptualization Director in restructuring project.
b. Talked about things that are not being done by School of Education.

8. a. Discussed program.
b. Helped by referral to other people.
c. Discussed the Institutional Grant.

9. Guidelines for project and good source of referral to other people.

10. a. Gave help and suggestions for handling scheduling problems.
b. Met with course instructors and project director to work out budget problems.
c. Provided sample guideline forms for interviewing applicants for program.
d. Helped with scheduling of courses for next semester.

11. a. Helped in Center developing proposal.
b. Conceptualization Director helped in administrative capacity.

D. Development Center (Dev):

1. Informal talks.

2. a. Provided kits and films to project.
b. Discussed package for a minority setting.

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3. Brief talks.

4. a. Consulted during meeting.
   b. Monitored field component.
   c. Assigned G.A.'s and staff to find materials and provide help.

5. Project will need to make further contacts but not at that stage yet.

6. No contact, didn't know what Center is doing.

7. Talked with Development Director but did not follow through.

8. Some suggestions on simulation.

E. Evaluation Team (Eval):

1. a. Demanding something that is needed.
   b. Project has to do work.
   c. Team has put pressure on project to evaluate.
   d. F400 guidelines are better now.
   e. Evaluation Team should have a bigger staff.

2. a. Supplied with written guidelines describing three levels.
   b. Offered services.
   c. Project Team has sent evaluation person to work with the Evaluation Team.

3. a. Evaluation Director and faculty members have been helpful in designing needs assessment and competencies.
   b. When you need help you get it.
   c. Sometimes Evaluation Team asks for too much information.

4. a. They ask for a lot of things.
   b. Project recognizes that their evaluator has not been effective.
   c. Project evaluator has not done anything, and if evaluation is important, Evaluation Team should reassign someone or do the evaluation themselves.

5. Project evaluator handled most of this communication. Consultation with Evaluation Team Director concerning input to own project as well as to other projects.

6. a. Indicated type of evaluation design needed.
   b. Referred to Test Bureau for materials and forms.
   c. Obtained material for a study to be conducted.

7. Brief contact.

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8. Very helpful in structuring guidelines and providing liaison between people in Institutional Grant.

9. a. Biweekly mailings from Evaluation Team to be filled out and returned.
   b. Distribution of materials by Evaluation Team.
   c. Called upon for resource people.

10. a. Expert consultation.
    b. Search made by Evaluation Team for additional materials--particularly questionnaire information.
    c. Referred to people for materials and ideas.

11. a. Provided with forms to follow for evaluation purposes.
    b. Team available to talk with when needed.

12. a. Team requested continuing reports.
    b. Helped with evaluation design.
    c. Paperwork demands placed by Evaluation Team.

F. Field Implementation Center (FIC):

1. Just friendly contacts.

2. Helpful in the following ways:
   a. Guidance.
   b. Guidelines in dealing with schools.
   c. Being available for conversation and decision making.

3. Various individuals helped because of their ability or knowledge in the following fields:
   a. Knowledge of community people.
   b. Organizational abilities and establishment.
   c. Knowledge of rural education.

4. a. Developed proposal for new approach to student teaching (new model).
   b. Helped in locating sites.

5. a. Brief talks.
   b. Participation in establishment of project and school relations for this coming fall.

6. a. Identification of programs and students and needs for program. Delineation of differences between programs and regular program.
   b. Guidelines for student identification and selection.
   c. Project and program descriptions and potential student information forms.
   d. Project coordination.

7. a. Budget for project comes through Center.
   b. Provided office space and brought up to date about project.

8. a. Expert help.
   b. Made initial contacts with schools and accompanied program personnel to schools.
   c. Provided forms for contract agreement made between the MCCSC teachers and program directors for student teachers to have particular experiences.
   d. Followed-up all endeavors with phone calls and notes.
   e. Shared knowledge from what had been learned by working with local schools both in the past and present.

9. a. Helped in the preparation of students for program.
   b. Helped with visitation and supervision.
   c. Helped with guidelines necessary for program.
   d. Helped construct materials and forms.

10. a. Administrative support.
    b. Consultant.
    c. Resource people.
    d. Financial assistance.
    e. Secretarial and work-study assistance.

11. a. No help whatsoever.
    b. Even pursued; found out were not service oriented.
    c. What they do and say are two different things.

G. Instructional Services (ISC):

1. Talked to Instructional Services Center Director about getting equipment.

2. Just friendly contacts.

3. Every one of services is used heavily. Below are some examples:
   a. Borrow materials.
   b. Director of Education-Library very willing to help.
   c. Preview facilities.
   d. Self-Instructional lab.
   e. Six AV people conduct a workshop two mornings a week.
   f. Taped-TV more available then before and more flexible service of playbacks of tapes.

4. Instructional Services Center Director went out to project and took films and is preparing a film to be used as a recruitment device. This is a costly but useful device.

5. Provided AV materials for classes.

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6. a. Provided storage for project materials.
   b. Allowed to use materials for a longer period.
   c. Equipment and AV needs.

7. a. Design of auto-informational packages.
   b. Guidelines for student teacher use of AV materials
   c. Package for informing students of project and program choices.
   d. Referral to person in IST and AV.
   e. Complete range of AV equipment and production techniques.
   f. Availability of free films for student teachers.
   g. Auto-instructional equipment lab.

8. a. Borrowing of equipment.
   b. Guidelines for utilizing other campus AV sources.
   c. Ordering films, etc.
   d. Given supplies for example poster materials.
   e. Technical assistance with visuals.

9. a. AV component is being derived for informational purposes for potential project student members.
   b. Expert consultation with AV materials.

10. Explained the self-instruction program for working AV equipment and described what procedures students should use when learning about self-instruction equipment.

Query Two:

> "If the Program/Project Director responded yes to any of the encounters noted in Query One, he/she was then asked to indicate whether the Teams/Centers had provided assistance in any of seven defined categories."

The most frequently checked types of assistance received were providing expert consultation; providing guidelines for some activity(ies); helping by referral to some other office or person; and providing facilities, service, or equipment of some sort to the project (Table 2). The responses getting the fewest checks were helping in the construction of materials, forms, teaching devices, etc;

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Table 2

Assistance from Centers as indicated by Program/ Project Directors in Seven Defined Categories

Type of Assistance Received	CEE	Budget	Concept	Dev	Eval	FIC	ISC
1. Providing expert consultation	2	9	9	3	8+	8	4
2. Providing guidelines for some activity(ies)	3	10	8	1	9	8	4
3. Helping in the construction of materials, forms, teaching devices, etc.	1	4	2	1	5	5	4
4. Helping by referral to some other office or person	2	9	10	1	2	6	2
5. Providing facilitation services or equipment of some sort for the project	6	6	4	1	6	5	6
6. Instructing students in the program	2	0	0	1	0	4	4
7. Having only briefly talked or met with a member of a center	2*	0	2	6	3	4	4
Totals	18	38	35	14	33	40	28

*One respondent qualified this category by stating that CEE was helpful by means of one person sitting in as a member of his project.

+Three respondents qualified this category by stating they had just received consultation from the Evaluation Team.

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instructing students; and having only briefly talked or met with a member of a center. However, it should be noted that this last category was not expected to get many responses since it referred only to Centers with which Programs/Projects had very little contact. The other two responses were areas that Programs/Projects typically handle themselves.

The totals by centers range from 18 checks for CEE to 40 for FIC. It should be noted that since the first six categories are ones that refer to specific types of help or assistance received, 66 would be a maximal score if every Director interviewed stated that he had received each of those six types of help from a specific Center. On the other hand, if a Center received few checks in the seventh category, it would tend to minimize the total number of checks received.

Query Three:

> "What was the efficiency of the help received from the Centers that you have had contact with?"

Query three, responses to which dealt with efficiency of help received from the Centers, showed 65% of the Centers to be always available when needed; 15% sometimes too late and/or not always available when needed; and 2% always too late and/or never available (Table 3). Eighteen percent of the responses showed there was too little contact to make a judgment. These results appear favorable regarding the efficiency of assistance.

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Table 3

Efficiency of Help As Viewed by Project/Program Directors

Centers	Always available when needed	Sometimes too late and/or not always available when needed	Always too late and/ or never available	Too little contact with to say
1. CEE *	5	2	0	1
2. Conceptualization	45	3	0	2
3. Budget	12	1	0	0
4. Development	2	0	0	5
5. Evaluation	5	5	0	2
6. FIC	9	0	1	1
7. ISC	7	1	0	2
Percent	65%	15%	2%	18%

*One respondent did not wish to categorize CEE under any of the four responses.

1. a. The Instructional Services Center did not always have equipment available because of the demand for this equipment.
   b. The Evaluation Team's Data Bank caused some problems--especially with personal data on students' form. They did provide plenty of help for project.

2. a. The Center for Experiential Education--efficiency has been excellent; met needs and went beyond the call of duty.
   b. Too little contact--mostly them responding to you for their needs rather than project asking for help. Evaluation Team might provide contact or ideas without project having to ask for them.
   c. Received prompt answers when needed and asked for. Did not always utilize centers.

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3. FIC has "B" under categorized response because the Director is very busy, and sometimes there was nothing he could do about problems.

4. No comments or reactions by three of those interviewed.

5. Not enough time given Projects to do things that Centers want them to do.

6. a. CEE--has been available when needed as member of team.
   b. Conceptualization -materials that they desire are needed in too big a hurry, and they are not always available when needed.
   c. Budget--very available.
   d. Evaluation--very little feedback from team.
      Evaluation Team not available.
   e. FIC--reasonably well available but busy; contact is good.
   f. ISC had material and help available when called upon.

7. Very pleased with cooperation from people that Project had a lot of contact with, like the Directors of Budget and Conceptualization Centers. Very helpful. Very pleased.

8. Because of the nature of DTE, many people don't know how to use the Centers. There are many areas of overlap between Centers. Much of what has been done before is now under the direction of DTE, so do not see much difference.

Query Four:

"What type of help was received from the Centers that you have had contact with?"

Query four dealt with the type of help received from the Centers (Table 4). Here 44% of the responses indicated exactly the type of help needed; 29% some of the type needed; 9% not at all what was needed; and 19% too little contact with to say. Since 73% of the responses fell under the first two categories, it could be assumed that the Centers were providing most of the help required by Programs/Projects. However, 9% of the responses fell into the category "not at all what was needed." This might require further study to identify the reasons for such negative responses.

Table 4

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Nature of Help as Viewed by Project/Program Director

Centers	Exactly what was needed	Some of what was needed	Not at all what was needed	Too little contact with to say
1. CEE	6	1	1	1
2. Conceptualization	4	5	1	1
3. Budget	9	3	0	0
4. Development	0	2	1	5
5. Evaluation	4	4	2	2
6. FIC	4	4	2	1
7. ISC	4	3	1	2
Totals	30	21	6	12
Percent	44%	29%	9%	18%

1. No comments or reactions by eight of those being interviewed.

2. a. What you need Centers for might not be there.
   b. Main concern is because education is under fire and people still expect the same thing in the end.
   c. New evaluation techniques must be developed to make it easier to evaluate courses because there is nothing that gets at attitudes.

3. CEE had exactly what was needed, but not much needed.

4. Last fall Evaluation Team provided little help in designing overall evaluation design for Program. Promised training sessions for evaluators and didn't have them.

5. Evaluation Team wasn't able to help Project with things that they needed evaluated. Had anticipated a more global evaluation, such as differences in students among various Projects.

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Query Five:

"To what extent has DTE provided the assistance you have needed to conduct your Project?"*

Query five dealt with whether DTE Centers as a whole were providing the necessary assistance to Programs/Projects. Here 70% of those responding answered either "all or most" of the help needed; only 30% responded with "some or a small part" of the help needed. No one responded with "none of the help needed (Table 5)."

As a whole, it appears that most Directors received the kind of help they needed, when they needed it. However, even though a majority responded favorably to the DTE Centers, each Center needs to examine its role in order to make the necessary services available to all Projects.

Table 5

Perceived Extent of Assistance Provided to Programs/Projects by Centers

Category	Number Response	Percentage
1. All the help you have needed	1	10%
2. Most of the help you have needed	6	60%
3. Some of the help you have needed	2	10%
4. Small part of the help you have needed	2	20%
5. None of the help you have needed	0	0%

*Definition of assistance: construction of materials, development of materials, consultation on some problem or inquiry of your project; provision for equipment and/or instructional services.

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1. Felt previous examples under open-ended responses sufficed for both questions.

2. No comments or reactions by two of the people interviewed.

3. Most development initiated within the Project; Centers provided supplemental and technical assistance.

4. They have complicated greatly and have made more difficult the problems they face.

5. Project receiving all the help needed at the present time, but can't anticipate the future help that will be needed; won't know if the Centers will have the facilities as problems arise.

6. Program generally needs just money because of its nature. Received a lot of help with the budget.

7. Project in existence before DTE and has ignored DTE.

8. The kind of staffing that has been needed has not always been provided. Have to shift people into areas that they are not expert in.

9. What was asked for has been given.

10. Whole thrust of Project was development effort--have not asked for any assistance, so did not check one of the categoried responses for this question.

11. New Division extremely helpful--helped start training program.

12. Operated Program in spite of Division. Division made job harder, because many things Project had to do were not service oriented.

Query Six:

"Are there any other services you think these Centers could provide?"

1. a. To develop a rather specific set of responsibilities delineating what things fall under their domain and areas of overlap. Structure needs to be clearer.
   b. Responsibilities for teacher preparation.
   c. State what they don't do.

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d. Priorities for undergraduate education at Indiana University.
e. Precisely what is needed and what is going to be funded.

2. a. Cross-project observation.
b. Establish criteria for a Team and determine when criteria has not been met.
c. Across-project consistency.

3. Evaluation Team, Conceptualization Center, and ISC could be more aggressive in providing services, e.g., there are some good things that might be of help to Project.

4. Cannot see how they can do a lot more because they have too many other things to do. For instance, the Director of the Conceptualization Center is working 100% for the Conceptualization Center.

5. Help in staff alignment and recruitment because Project had to do a lot on its own. Also, help in student recruitment.

6. Only insofar as providing faculty if possible.

7. If there is a way of pooling knowledge and experience more than we have so far, it might avoid pitfalls--it might be useful for beginning Projects. More pooling of information that one has access too.

8. Conceptualization, Development, and Evaluation need to define what their roles are and then communicate that definition so that utilization of services can take place. They have made job tougher rather than acting as a service.

9. Never quite sure what is needed at the end as far as evaluation. If we knew what Evaluation Team was looking for, we would have it.

10. Availability of personnel.

11. Appointment of coordinator to see if there are certain ways for projects to work together. For example, Special Education, Multi-Cultural, and Early Childhood might eliminate duplication of courses and offer students a double endorsement on certification.

12. Evaluation services--help with instruments and instrument construction. Field Work--get monies used by FIC for own services or those services should be provided.

Query Seven:

"In general are there any other services that DTE could offer or provide your Project or the other Projects?"

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1. No comment or reaction from two persons being interviewed.

2. More communication.

3. Much better job could be done on publicity--it is on an individual basis at this time. More professional approach. Options book and Program Preview Day were both excellent.

4. Service not dictation. Better communication.

5. Lost of help--plenty more A.I.'s. Can't fully anticipate other services needed.

6. Money to hire people.

7. Equipment on location and instructional supplies away from instructional centers.

8. Earlier decision making needed so as not to jeopardize relations with public schools and lose good A.I.'s.

9. No more to add except be more supportive.

10. Comfortable with not knowing what is going to come out of this. Specific from year to year, but leave it open in case of emergencies--for instance, inner-city problems.

11. Physical center where members of DTE could get together informally.

Query Eight:

"Are there any further general comments or reactions that you would like to make about DTE Centers?"

1. Each Center has been immensely responsive, and it has been a pleasure to work with the people in the Centers. One annoying problem is the red tape in getting money or something approved that requires funding.

2. Division needs to avoid making mistakes that were made before such as compartmentalization. More receptive to Arts and Sciences and other areas in the School of Education.

3. The idea of Centers is good. We have to learn together and help each other.

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4. a. The various areas in DTE should define their thrusts and stand behind them as well as list competencies needed to accomplish the goals under the thrusts e.g., if a Program is competency based, should have thirty or forty competencies and should grow out of Conceptualization Center or Director of DTE.
   b. It's a logical move to combine FIC and OPE for communication's sake; problem with role definitions and help that faculty members need.
   c. If the Development Center is going to be useful, its personnel should come to Projects and ask what is needed. They are probably making things that are of interest to them.

5. Must concentrate on more inter-program cooperation with less competiveness and more Team effort. As a Project are we helping or hindering other Programs?

6. Budget Director, Conceptualization Director, and Evaluation Director are extremely well qualified and doing a good job.

7. OPE has been extremely helpful with two Programs. Things have been running very well.

8. Too many Centers with too little true definition of what their services are.

9. It would help the whole organization if the physical condition were better--everything is spread out at the present time. This would be an administrative convenience for faculty and students.

10. No general comments or reactions by one person being interviewed.

11. We are all jockeying for placements in the public schools and have to be on the lookout for possible competition in the placement of students.

12. Centers were bureaucratic-fat--could be largely eliminated.

SUMMARY

As stated previously, no attempt was made to alter the comments and reactions of Directors. Even though some questions produced a number of similar comments, each response was included to retain the uniqueness of

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the person responding. Most comments were positive, denoting assistance that was much appreciated or offering constructive advice as to how this help could be improved by the specific Center(s). Some responses to the last three questions appear especially valuable to decision makers in planning new directions that Centers will take and in adding responsibilities or duties that should be included.

The telephone interview proved to be a somewhat valuable technique, as all twelve directors designated for interviews were reached for query. It was possible to discuss questions and gather open-ended responses. However, this type of interview is encumbered by the time required for each call as well as by the difficulty of contacting busy Project/Program Directors. Interview time ranged from twenty minutes to one hour, with the average being thirty-six minutes. The overall time involved in the actual interviewing of Directors was seven hours. The number of phone calls necessary to conduct an interview ranged from one to thirteen calls, with a mean of almost 4½ calls. A further encumberance is the overall time required to construct, pilot, and refine the instrument as well as to conduct the interviews, compile the data, and write this report. The time for these tasks totaled about 31 hours.

However, the results of such a process evaluation technique seem to be useful in light of the data collected. It is hoped that similar attempts will be made in the future to gather this kind of information, so that areas where change is needed can be identified in an ongoing fashion.

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